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ABSTRACT

Approximately 80 books and articles published between 1940 and 1975 are listed in this annotated bibliography. The majority were published between 1960 and 1975. Though emphasis is on teaching reading to the Spanish speaking pupil, the materials also cover such topics as: Chicano oppression, cultural diversity, language learning, library services for the Chicano, bilingual education, Mexican American history, linguistics, parent attitudes, social attitudes, mental health, and academic achievement. (NQ)

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TEACHING READING TO THE SPANISH SPEAKING PUPIL

AN ANNOTATED BIBLIOGRAPHY

By

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1975

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TEACHING READING TO THE SPANISH SPEAKING PUPIL

AN ANNOTATED BIBLIOGRAPHY

Abrahams, Roger D., and Troike, Rudolph C., Eds. Cultural Diversity in American Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

A charming collection of brief articles concerning minority languages and dialects and their effects upon learning, language acquisition, reading and academic achievement. Sociolinguistic, socio-economic, anthropological and psychological viewpoints are represented. Small portion of book directly related to Spanish-English Mexican-American problems.

Amsden, Constance. A Reading Program for Mexican-American Children, First Interim Report. Los Angeles, CA.: ERIC Document Reproduction Service, ED 010 532, 1966.

This report describes a program in beginning reading that was established for Mexican-American children in the Malabar School in East Los Angeles. The program had two goals: (1) to develop oral language skills, and (2) to reinforce traditional cultural values in the Mexican-American community.

Andersson, Theodore, and Boyer, Mildred. Bilingual Schooling in the United States, Vol. 1. Austin, Texas: Southwest Educational Development Laboratory, (January, 1970).

Andersson and Boyer give an excellent overview of bilingual programs worldwide. They also discuss in detail the specifics of planning a bilingual program. Resource persons and organizations are named and addresses given. There is an extensive annotated bibliography with an index to that bibliography. Reading problems are discussed from many points of view as related to both English and X languages. One should find this book early in one's bilingual research, rather than last, as I did.

Almaguer, Tomas. "Historical Notes on Chicano Oppression: The Dialects of Racial and Class Domination in North America." Aztlán 5. (Spring and Fall 1974): pp. 27-56.

Almaguer traces historically the Iberian conquests in the Americas and attributes them to the Spanish technical superiority inherited from the Moors as well as a "mobilization of moral energy" in resisting the Moors for 800 years. It was during the period of early colonial relations that domination and subjugation began to manifest itself in racial terms. It was not, he says, until the rise of European colonization that the world saw the wholesale domination of a group of people and the promulgation and elaboration of racial ideology.

Arnold, Richard D., and Taylor, Tomasine H. "Mexican-Americans and Language Learning." Childhood Education 46 (December 1969): pp. 123-126.

The authors state that in 1962 82% of Spanish-speaking children "failed" in their first year of school. They describe teaching techniques used in various places in efforts to upgrade the learning of the bilingual. Conclusion: no one method superior. It rests, it seems, with the teacher's knowing and understanding the child.

Belliaeff, Alexander. Understanding the Mexican-American in Today's Culture. San Diego: San Diego City Schools, 1966.

An excellent and simpatico overview of the historical antecedents and the present day problems of educating the Mexican-American child.

Bode, Elroy. "Requien for a WASP School." In Chicano: The Evolution of a People, pp. 393-398. Edited by Renato Rosaldo, Robert A. Calvert, and Gustav L. Seligmann. Minneapolis: Winston Press, 1973.

Austin (Texas) High School that long served college-bound Anglo students was required to accept many Mexican-American students who wanted to enter "A Tech." Bode describes the admixture and uses it as a vehicle to contrast the values and educational backgrounds of the two groups of students.

Cabello-Argandoña, Roberto; Gomez-Quiñones, Juan; and Tamayo, William. "Library Services and Chicano Periodicals: A Critical Look at Librarianship," Aztlan 2, (Fall 1971: pp. 151-172.

This article is concerned with the inadequate library services for the Chicano. It deplores the absence of adequate reference and bibliographic tools to serve the Chicano. So the authors present a fantastic 15 page list of Chicano publications with indication of type of publication, and also the address.

Cabrera, Y. Arturo. Emerging Faces -- The Mexican Americans. No. loc.: Wm. C. Brown Co., Publishers, 1971

Overview of major Mexican-American problems. Very good chapter on the education and academic achievement of Mexican-Americans. Cabrera emphasizes the fact that some Mexican-Americans are upwardly mobile, but that they are always replaced by new arrivals from Mexico thereby giving the appearance of a static status. Included is a very valuable listing of approximately 100 Ph.D. dissertations.

Carter, Thomas P., Mexican Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

Forward written by George I. Sánchez. Presentation of results of Carter's extensive interviewing of educators and school personnel. Author concludes that there is no single cause of Mexican-American educational problems. Therefore, no single solution exists.

Castañeda, Alfredo; Herold, Leslie P.; and Ramirez III, Manuel. A New Philosophy of Education. Austin, Texas; The Dissemination Center for Bilingual, Bicultural Education. 1973.

This is a "teaching manual," first in a series of seven commissioned by U.S.E.O. in connection with E.S.E.A.- Title VII. Intended for use in acquainting Title VII personnel with issues concerning the education of culturally different children. Authors emphasize "cultural democracy" and their "field dependent" and "field independent" theories.

Cazden, Courtney B.; John, Vera P.; and Hymes, Dell, Eds. Functions of Language in the Classroom. New York and London: Teachers College Press, 1972.

The main thrust of this collection of articles is that there is a need for respect for and understanding of the culture and speech community of the children when they come to school. In addition, the children should acquire the mode of language use that will enable them to defend and have control over their own lives in relation to the larger society. Excellent book.

Chavarría, Jesus. "A Precis and a Tentative Bibliography on Chicano History." Aztlán 1 (Spring 1970): pp. 133-141.

Chavarría traces Chicano events chronologically from the Meso-american culture to the Aztec Empire and thence forward from Hispanization to the present day. Excellent and very brief Chicano history. Highly recommended for quick orientation. It pictures New Mexico as the central focus of Spanish solonizing strategy with Texas and California as the vital flanks.

Ching, Doris Camvone. "Methods for the Bilingual Child". Elementary English 42 (Jan. 1965) pp. 22-27.

Studies on how children with an English language handicap were taught a wider English vocabulary enabling them to learn to read better in English and also meet with more success in school. Such pioneer studies as the Fuller Study, San Jose Experimental School and the Herr Study are summarized. Newer studies such as the Puerto Rican Study and Ching Study. One study that seemed interesting was the "incidental" method taught in La Jolla School; where formal subjects were never taught and the curriculum consisted of nature study, inductrial activities, stories, songs, etc.

Cordova, Gilbert Benito., Coordinator. A Hispano Tale from Abiquiú, New Mexico." Aztlan 1, (Fall, 1970): pp. 103-110.

A charming account of a summer Head Start Program in Abiquiú. The teacher could not use classic English books, neither could he make good use of the Spanish Fairy Tale books from Madrid. He impressed local raconteurs into service. The village elders did a superb job. Anyone who teaches young Manitos will enjoy this article.

de la Garza, Rudolph O., Kruszewski, Z. Anthony, and Arciniega, Tomas A., eds. Chicanos and Native Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1973.

Studies of values, attitudes, education and political behavior of Chicanos and Native Americans written by various authors. Three excellent chapters on education. Arciniega asks for more concentration on educational institutional change rather than always seeking familial factors for Chicano low academic achievement.

Ervin-Tripp, Susan M. "Reading As Second Language Learning", Claremont Reading Conference in 37th Yearbook. Douglass, Malcom P. Ed., Claremont, CA 91711. pp. 12-18, 1973.

Vibrant and humorous essay on problems in reading both first and second languages. She describes "word attack skills" as phonological mappings onto spelling and suggests that they have little or no role in most of a person's rapid reading. She says that children learning to read in a second alphabetic system may reveal extraordinarily fast transfer.

Feeney, Joan. Chicano Special Reading Selections. ERIC Document Reproduction Service, ED 065 255, 1972.

A very useful tool for the teacher with Mexican-American children in the classroom. It is a selective bibliography of about 350 works on various aspects of the Mexican-American culture (Mexican arts, dancing, crafts, cooking and also Spanish adventure and exploration). The books are listed by preschool, primary, intermediate and advanced students. It gives a brief review of each book.

Forbes, Jack D. "Mexican-Americans: A Handbook for Educators" In Resources in Reading-Language Instruction. Ruddell, Robert B.; Ahern, Evelyn J.; Hartson, Eleanore K.; and Taylor, Joellyn; Eds. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1974.

Forbes says that the fundamental thing for teachers to remember is that Mexican-American pupils possess an entree into two viable languages, both of which (American Spanish and American English) can be utilized as vehicles for sound linguistic development. Many practical suggestions for the classroom teacher.

Friedenberg, Edgar Z. "Thoughts on Liberty and Rancor." Harper's Magazine, June, 1975: pp. 41-46.

Friedenberg suggests that every social group must choose whether to assimilate or to continue distinction on acceptable terms.

Gaarder, A. Bruce. "Teaching the Bilingual Child: Research, Development, and Policy." Modern Language Journal 49 (March 1965): 165-175.

An article that covers all the bases in bilingualism from research to new plans in this country and out. This is a good overview, but has very little practical classroom application. Gaarder quotes a UNESCO study entitled, "The use of Vernacular Languages in Education" which states, "It is axiomatic that the best medium for teaching a child is his mother tongue".

García, Ramiro. "Bilingual-Bicultural Education-- Si o No?" (Hand out at Anaheim, California Bilingual Conference, April 1975). No publication information.

This is a concise, snappy, persuasive position paper (pro-bilingual programs) complete with twelve references. All on one page.

García, Ricardo L. "Mexican Americans Learn Through Language Experience." The Reading Teacher 28 (December 1974): 301-305.

García suggests that in order to stimulate Chicano students to read that teachers of Chicanos and non-Chicanos ethnicize classroom environment and some of the materials used in instruction. Then the teacher should use the Van Allen language experience approach. He lists seven delightful objectives for sensory writing and reading. He further suggests use of Chicano poetry, plays, fables and corridos. Very valuable list of resources and dissemination centers. Very imaginative author.

Goodman, Kenneth S. "Dialect Barriers to Reading Comprehension." Resources in Reading-Language Instruction. Ruddell, Robert B., Ahern, Evelyn J; Hartson, Eleanore K.; and Taylor, Joellyn; Eds. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Goodman describes the points of divergence among dialects (sound, phonemes, grammar, vocabulary, etc.). He notes additional problems in the areas of experience, values, concepts and general subculture. He suggests that English orthography does have one great virtue-- in its uniformity across dialects. He makes good classroom suggestions.

_____"On Valuing Diversity in Language." Childhood Education 46 (December 1969): 123-126.

Goodman writes with a great deal of charm on the value of each individual's language. He suggests that teachers understand a child's language and build on it. He says that educators have fallen prey to the elitist notion that the King's English is best because the King is best. This has led us to think of low-status dialects as corruptions of high-status ones, though historical facts do not support this. He further says that confusion between language difference and language deficiency permeates texts, tests, and curricula in wide use today.

Heath, Louis G. Red, Brown and Black Demands for Better Education. Philadelphia: The Westminster Press. n.d.

Overview of educational demands by Red, Brown and Black. Chapter 6, "Leaning Toward Reform" is especially interesting regarding bilingual programs and training of bilingual teachers.

Heathman, James E. and Martinez, Cecilia J., Eds. Mexican-American Education - A Selected Bibliography. Las Cruces, New Mexico: (ERIC Clearinghouse on Rural Education and Small Schools (July 1969)

56 pages of ERIC abstracts from articles on Mexican-American education.

Herbert, Charles H. Initial Reading in Spanish for Bilinguals. Quebec: ERIC Document Reproduction Service, ED 061 813, 1971.

The author describes a project designed to teach Spanish-speaking children in the United States to read in their own language. Members of the project first observed and filmed teaching methods and procedures in Mexico. They then organized the program to be used in the American schools. It describes the texts used, methods used and the differences observed in the teaching style of the Mexican teacher and of the classroom organization. This is a very basic study that would be of interest to anyone teaching or organizing a bilingual or bicultural project.

Hernández, Deluvina. Mexican American Challenge to a Sacred Cow. Los Angeles: Aztlan Publications, 1970.

This is Ms. Hernandez's vitriolic and abrasive response to two papers given by Schwartz and Gordon at a conference on April 9, 1969. She defines research as "merely institutionalized curiosity". Then she tackles the myths, stereotypes, cliches, and bundles of misinformation one often finds written about bilingües. She does a brilliant job. Her command of English is as sharp as her knife.

Hildreth, Gertrude, "Linguistic Factors in Early Reading Instruction," The Reading Teacher 18 (Dec. 1964): 172-177.

The author takes exception with the current trend in reading that puts emphasis on phonics, code-breaking, pronunciation of isolated words and syllables. She maintains that we should teach large segments of sound in association with reading for "comprehending the meanings of phrases or sentences in the central problem for the reader." Hildreth sights the problems of the non-English speaker and says that the child should not be taught to decode or read until he has gained the required level of proficiency. What the required level of proficiency is, is not stated.

Kaufman, Maurice. "Will Instruction in Reading Spanish Affect Ability in Reading English?" Journal of Reading 2 (April 1968): 521-527.

This study was to determine if instruction in the native language would interfere with, facilitate, or have no effect on reading ability in English. The subjects of the study were seventh grade Spanish-speaking pupils whose average reading scores on the sixth grade Metropolitan Achievement Test were between 3.5 and 5.0. The study concluded that, "direct instruction in reading Spanish should be offered to Spanish-speaking retarded readers because of its potential value as a source of transfer to reading ability in English, and because reading ability in Spanish has value in its own right.

Kolers, Paul A. "Reading and Talking Bilingually", The American Journal of Psychology 79 (Sept. 1966): 357-376.

A study done on languages as a coding system. It was thought that "since every language is a coding system, we might expect that elements in a bilingual person's two languages are not randomly intersubstitutable. This expectation has been confirmed by field studies among bilinguals, the typical finding being that S tends to keep his two coding systems relatively separate." The study took bilinguals and gave them texts to read that were mixed French-English. The subjects were tested for comprehension, for ability to read aloud, to make presis and to speak freely in these forms. The comprehension was unaffected, but other areas showed decrements of the order of 20-40 and when mixed text was articulated. "The kinds of error made in reading aloud demonstrate, in turn, that reading cannot be described accurately only in terms of grapheme-phoneme translations."

Kunkle, John F. and Cipriani, Anita A., Eds. Foreign Language Teaching Techniques in FLES and Bilingual Settings. (A Report by the FLES Committee of the American Association of Teachers of French). St. Louis, Missouri, 1973.

A review of some FLES activities and techniques. FLES spokesmen seem to have a very cautious attitude toward bilingual programs. The introduction is written by Theodore Andersson who commends them for the inclusion of some bilingual programs.

_____"Teaching Pupils Bilingually Urged by Rights Panel." Los Angeles Times, 14 April 1975, sec. 1, p. 20.

AP reports on a 141 page report of the U.S. Civil Rights Commission that concludes that bilingual/bicultural education can remove much of the burden from minority children and thus put completion of an education within their grasp.

Lara-Braud, Jorge. "Bilingualism for Texas: Education for Fraternity." In Chicano: The Evolution of a People, pp. 340-346. Ed. by Renato Rosaldo, Robert A. Calvert, and Gustav L. Seligmann. Minneapolis: Winston Press, 1973.

Refreshing and enthusiastic essay on bilingual education written by a bilengue himself. He urges bilingual education for all children, but especially for those for whom English is not native. There, he says, "the backlog of educational dereliction requires urgent and massive corrective measures."

Larew, Leonor A. "The Golden Years: The Teaching of Reading in the FLES Program." Hispania 47 (December 1964): 810-812.

The article discusses why the author taught reading in Spanish in an oral Spanish language program. She states that most language students are very eager to read in FLES programs and they should not be held back from doing so. The author also states that most foreign language teachers are not trained to teach reading and that the elementary teachers are better equipped for this job.

Linn, George Byron, A Study of Several Linguistic Functions of Mexican-American Children in a Two Language Environment. Bethesda, Md.: ERIC Document Reproduction Service, ED 065-263, 1961.

A study of children in the seventh and eighth grade to determine the effects on reading and linguistics of speaking Spanish in the home before entering school. The study surveyed children who spoke only Spanish, those who spoke English and Spanish and those who spoke English only. This study concluded that children that spoke only English before entering kindergarten excel over Mexican children using both Spanish and English in silent reading comprehension, mechanics of English, oral reading accuracy and oral reading comprehension.

Macías, Reynaldo Flores. "Developing a Bilingual Culturally-Relevant Educational Program for Chicanos." Aztlán 4 (Spring 1973): pp. 61-84.

Macias points out the major factors that should be considered in the construction of a bilingual/bicultural program. He gives an excellent and concise picture of the historical development of the Chicano dialects. This is an important contribution to researchers seeking some answers to why Chicanos are almost at the bottom of the educational ladder.

Macías, Reynaldo Flores. "Opinions of Chicano Community Parents on Curriculum and Language Use in Bilingual PreSchool Education." Aztlán 4, (Fall 1973): pp. 315-333.

Macías distributed questionnaires to parents of children in 22 Head Start classes in East Los Angeles. The results showed a favorable disposition to bilingual schooling cuts across ethnic categories. Macias broke down his statistics in 15 different ways on 15 different tables. His results were very interesting, but his setup of the experiment was even more fantastic. He really got a lot of mileage out of his questionnaires.

Magana, Concepción L. "Some Thoughts for Improving the Effectiveness of Bilingual Programs." Hispania 55 (March 1972): pp. 109-110.

Magana suggests that language instruction be given in X language, not about X language. Suggests also that when doing oral work the children be grouped according to speaking ability so that they will not be shy. She gives a rather hilarious account of activities at a school on the day the evaluator is scheduled to arrive.

McCanne, Roy. A Modified "TESL" Approach for Teaching English Reading to Spanish-speaking Pupils. Denver, Colorado: ERIC Document Reproduction Service, ED 002 515, (no date given).

Author contrasts the standard basal reader approach with the modified "TESL" approach. Basal readers assume children have an oral vocabulary of about 2,000 words at age 5. "TESL" on the other hand, assumes no English vocabulary. In most basal series phonics is introduced early so that association is built up between sound and printed letter. "TESL" uses oral development and whole word approach.

_____ A Study of Approaches to First Grade English Reading Instruction for Children from Spanish-speaking Homes. Denver, Colorado: ERIC Document Reproduction Service, ED 010 380, 1966.

A comparison between three different reading approaches (1) basal reading, (2) second language reading, (3) language experience reading and their effect on the child who spoke Spanish at home. "No significant differences were found among the three approaches to the teaching of reading."

Macnamara, John. "The Effects of Instruction in a Weaker Language." Journal of Social Issues 23 (April 1967): 121-135.

Macnamara examines different areas of instruction and how they are effecting the learner who is not studying these subjects in his native language. Most interesting is his speculation at the end of the article of the effect of this learning on the students' emotions and attitudes. He sights a few studies that underline the positive attitudes that are developed by learning subject matter in one's native language.

Modian, Nancy. "National or mother Language in Beginning Reading: A comparative study," Research in the Teaching of English 2 (Spring 1968): 32-43.

This study was funded by the U.S. Office of H.E.W. and conducted in Southern Mexico near the Guatemalan border. It surveyed several Indian tribes that speak an Indian language rather than Spanish. The study was conducted on groups where native language was taught and reading was also taught in that language and another group where all instruction was in Spanish. The study showed "that youngsters of linguistic minorities learn to read with greater comprehension in the national language when they first learn to read in their mother tongue, than when they receive all reading instruction in the national language."

Newton, Eunice Shaed. "Multilingual Impediments to Universal Literacy." The Reading Teacher 26 (January, 1973): pp. 362-366.

Ms. Newton, a Professor of Education at Howard University, presents in this article an overview of some problems in choosing a language as a vehicle of school instruction in countries having so many languages that instruction must be given in a second language for nearly all the pupils. This is an interesting article except for Ms. Newton's summary. She ends the summary by saying, "Not only is national unity at stake in this literacy struggle, but world unity as well, since we now dwell in a world of rapidly diminishing size. This struggle, if won, will neutralize (emphasis mine) the Towers of Babel and foster instead the rise of Citadels of Logos." Homogenization of people?

Nogales, Luis G., ed. The Mexican-American -- A Selected and Annotated Bibliography. Stanford, California: Stanford University, 197..

Contains 444 separate listings. Indexed according to subject as well as field, and also geographical area. Interesting list of Chicano periodicals with addresses. Very useful.

Ogbu, John U. The Next Generation. New York and London: Academic Press, 1974.

Ogbu is a West African who came to this country to study at the University of California at Berkeley. He has a shockingly clear picture of minority problems in this country. He asks why black children can succeed so brilliantly in African schools when they fail so miserably in American schools. He argues that it is because in the latter situation they are encouraged to fail and taught that effort does not bring the same rewards for the U.S. black child that it does for the child in the more prosperous sections of the city dominated by middleclass whites (whom he calls "taxpayers"). Ogbu believes that human beings can do whatever it is they decide they want to do and that it is natural for people to work hard and with enthusiasm to gain their ends. He departs most firmly from much that has been written by educators, sociologists, psychologists, and others who assume that children must be taught to learn and trained to will success. Very exciting and refreshing book!

Olguín, Leonard. Shuck Loves Chirley. USA (sic): Golden West Publishing House, 1968.

Olguín's handbook is a delightfully written description of some of the oral/aural factors in the Mexican-American's problems in reading, speaking English. He presents suggested exercises for specific problems. He contends that a child cannot read what he cannot hear.

Padilla, Amado M. and Ruiz, Rene A. Latino Mental Health-- A Review of Literature. Rockville, Md.: National Institute of Mental Health, 1973.

Overview of Latino mental health. Excellent chapters on children's language problems and academic achievement. Bibliography lists over 200 sources. Emphasizes 1968-1972 articles from various journals.

Parsons, Theodore William, Jr. "Ethnic Cleavage in a California School." Ph.D. dissertation, Stanford University, 1965.

Parsons believes that before long pressures from outside the communities will be applied to the local schools forcing them to institute programs consistent with current civil rights ideals.

Peñalosa, Fernando. "Chicano Multiiingualism and Multiglossia." Aztlán 3. (Fall 1972): pp. 215-222.

Peñalosa suggests that the compound bilingual Chicano child might miss some of the subtleties of the English used in his school, while the coordinate bilingual might avoid this type of difficulty. There appears to be a general tendency for coordinate bilingualism to shift to compound bilingualism, although formal education can help to keep the two semantic systems distinct if only one language is used at a time. The planning of bilingual education programs which ignores these distinctions may be imperilling the very success of these programs. For example, the question as to whether both languages shall be used in the same time period to discuss the same subject, or whether only one language is to be used in a given time period should be settled, taking into consideration sociolinguistic as well as administrative factors.

_____ "Toward an Operational Definition of the Mexican-American." Aztlán 1. (Spring 1970): pp. 1-12.

Peñalosa contends that Mexican Americans are the most heterogeneous ethnic groups ever to be studied by sociologists. He differentiates between groups who arrive in the U.S. pre-Revolution, during revolution, and post revolution. (They came from different Mexicos). He feels that Mexican American problems in education are as much class problems as they are cultural problems.

Ramirez, Manuel III, and Price-Williams, D.R., "Cognitive Styles of Children of Three Ethnic Groups in the U.S." Journal of Cross Cultural Psychology. (in press): pp. 10.

Ramirez compared the cognitive styles of teachers and students in a southern California school. He found that teachers tended to be more "field independent" than most minority children and some Anglo females. This lack of consonance may be contributing to the failure which members of these groups experience in school.

Robinett, Pauline M. and Ralph F. A Report: Progress Report on Ford Foundation Projects. Miami, Fla.: ERIC Document Reproduction Service, ED 001 700, 1963.

Report on a Ford Foundation in Dade County, Florida, whose projects included, the preparation of reading materials, the revision of an English grammar for use by non-English speaking pupils. The article also covers school organization, scheduling, classroom activities, and a long range testing program.

Robinett, Ralph F., A "Linguistic" Approach to Beginning Reading for Bilingual Children. Miami, Florida: ERIC Document Reproduction Service, ED 001 694, 1965.

The bilingual school of Dade County, Florida is the focus of this report. It talks about the Miami Linguistic Readers that are used The author feels that any reading series used in bilingual program should deal in topics interesting to children. Also stressed are aural-oral skills, sound-symbol recognition in terms of spelling patterns rather than individual sounds. Included are more written exercises than are usual in many bilingual programs.

Rosen, Carl L. and Ortego, Philip D. "Language and Reading Problems of Spanish Speaking Children in the Southwest," Journal of Reading Behavior 1 (Winter 1969): 51-70.

Authors discuss the idea that the younger-the-child,-the-better and-faster-he-will-learn-English-theory and the idea of intensive bombardment of Spanish-speaking children with English. They discuss the readiness needed for reading and stress the idea that what may be readiness for the Anglo may not be readiness for the Spanish-speaking child. They believe a new kind of teacher training program must be used.

_____ Problems and Strategies in Teaching the Language Arts to Spanish Speaking Mexican-American Children. Las Cruces, New Mexico: ERIC Press, 1969.

The authors attack the "traditional" forms of language arts being offered in the schools where the Mexican-American child is taught. "Reading instructional methodologies are only in the beginning stages of development and experimentation for these children. The myth of an automatically assumed special relationship between the Mexican-American people and the Republic of Mexico... for many scholars the proximity of Mexico has obscured the fact that problems of the Mexican-Americans relate to American life." A good bibliography, although most enterees are ten years old.

Sanchez, George I. Forgotten People: A Study of New Mexicans. Albuquerque: The University of New Mexico Press, 1940.

A classic. Written by a great and persistent man. Sanchez was one of the first to explore the problems of underachieving Mexican-American students.

Sánchez, George I. "Stepchild of a Nation." In Chicano: The Evolution of a People, pp. 86-91. Edited by Renato Rosaldo, Robert A. Calvert, and Gustav L. Seligmann. Minneapolis: Winston Press, 1973.

Dr. Sánchez sketches a bit of the U.S. conquest of New Mexico and the manner in which it was accepted by the people living there. He then traces the development of the impoverished Manito (New Mexican) school system. This article sheds light on some of the academic achievement problems of Manitos.

_____ "The New Mexican Today," In Chicano: The Evolution of a People, pp. 214-219. Edited by Renato Rosaldo, Robert A. Calvert, and Gustav L. Seligmann. Minneapolis: Winston Press, 1973.

Dr. Sánchez cites the accomplishments of a few Manitos, but pictures the vast majority of New Mexicans still beset with problems of poverty and inferior education. He discusses bilingualism and also the low level of academic achievement.

Saville, Muriel P., and Troike, Rudolph C. A Handbook of Bilingual Education. Washington, D.C.: (ERIC Clearinghouse for Linguistics (January, 1970)

The abstract states that half the children in the world are bilingual, and approximately one fourth of the people in the United States can communicate in more than one language. About ten percent of our population speaks a language other than English natively. For thousands of the children who enter school each year, English is a foreign language. This is an excellent and comprehensive handbook. Good bibliography up to 1970.

Shields, H. "Crossing the Cultural Gap: Nurseries in Cross-Cultural Education Program." American Education 8. (March 1972): pp. 32-36.

A study of the achievement gains in I.Q. and vocabulary during a cross-cultural education program.

Sotomayor, Frank O. "Bilingual Classes Aid Chicano Pupils." Los Angeles Times, 4 May 1975, sec. 8, p. 3.

Mr. Sotomayer gives an inspirational account of what one motivated teacher can do in a bilingual/bicultural classroom. Mr. Selva's barrio students score well above grade level in reading on Standard state tests in English. They also read in Spanish.

Stent, Madelon; Hazard, William R.; and Rivlen, Harry N. Cultural Pluralism in Education: A Mandate for Change. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Outstanding book written by many authors. Very quotable, e.g.,
"...nonculturally differentiated mass.."
"Culturally Deficient Educators Attempting to Teach Culturally Different Children."
"...educators have discounted cultural pluralism by ascribing to culturally different clients (students) culturally deficient, culturally disadvantaged, culturally deprived, and in extreme cases even culturally depraved."

"However, it is the children who are exposed to both English and Spanish at earlier ages who appear to suffer the greatest handicaps in their overall language development. Where the child hears a mixture of Spanish and English from his earliest years, and lives in a very mixed community where cultural values in the home, school, and community are inconsistent or in conflict, we find the problem the most difficult to solve."

Stoddart, John and Frances, The Teaching of English to Immigrant Children. London: University of London Press, 1968.

This book deals with the teaching of the non-English speaking immigrants to England. The autnors feel that much oral development should proceed reading, but often the student desires to read before his oral ability has reached the readiness stage. The authors seemed to have dealt with these situations and give basic ideas on (1) how to teach the immigrants that have not learned to read in their own language, (2) how to teach the immigrants that have learned to read in their own language, but use a different script as for example the Indians, Pakistanis, Orientals, (3) those who can read their own language in the same script, such as the Italians or French.

Stone, James C. and DeNevi, Donald P., eds. Teaching Multi-Cultural Populations. New York: D. Van Nostrand Company, 1971.

Five different cultures discussed by many authors. Excellent chapter on the training of teachers for multi-cultural teaching. Invaluable 23 page Appendix containing bibliographies and lists of published materials and audio-visual materials.

Suarez, Cecilia C-R; Cabello-Argandoña, Roberto; and McKenna, Teresa. "Early Childhood Education - A Selected Bibliography." Los Angeles, Aztlán Publications, 1972.

An excellent bibliography current to 1972, with over 200 entries.

Swanson, Maria Medina. "Bilingual education: The national perspective" Responding to New Realities. Jarvis, Gilbert A., Ed. Skokie, Illinois: National Textbook Company, 1974.

Outstanding, comprehensive, current overview of most U.S. bilingual programs, including the Neorican program in Puerto Rico for mainland Puerto Ricans returning to the islands. Has best recent bibliography available with 136 recent books and articles listed.

"The real problem in our society today... is not the Mexican-American problem... it is the Anglo-point-of-view problem."

Taylor, Marie E. "An Overview of Research on Bilingualism." Sacramento, State Department of Education, 1970.

Overview containing excellent definitions of terms and many concise sketches of individual research projects. Bibliography old.

Timothy, Sister M. "The Reading Problem of the Bilingual Child." Elementary English 41 (March 1964): 235-237, 241.

Sister Timothy discusses some of the problems and needs of the child who enters school without an "adequate" background in English. She stresses the problems of testing these children and does include a list of several intelligence tests that can be used for measuring the intelligence of the bilingual child. She feels that the bilingual child needs special attention and training in English and the issue of self-concept should be underlined.

Tireman, L. S. "Study of Fourth-Grade Reading Vocabulary of Native Spanish-Speaking Children," The Elementary School Journal 46 (December 1945) 223-227.

A study done on native Spanish-speaking children in New Mexico to determine why there were so many errors in comprehension. Words were selected from reading books used in the first, second, and third grades. A child was given a word and asked to pronounce it and explain its meaning or use it in a sentence. The author felt that this study established that a large percentage of the errors of native Spanish-speaking children in recognizing English words in isolation is due to failure to pronounce the elements of the words correctly. The author feels a further study should be made on how to teach English sounds to Spanish-speaking children.

_____ Teaching Spanish-Speaking Children. Albuquerque: University of New Mexico Press, 1951.

Chapter one is entitled "Bilingualism as a World Problem" and the book seems to continue with this idea. Nevertheless, it contains some basic and practical ideas for the classroom teacher. Chapter six deals mainly with reading and it and preceeding chapter deal with helping the child gain enough fluency in English to learn to read (in English).

Turner, Paul R., Ed. Bilingualism in the Southwest. Tucson, Arizona: The University of Arizona Press, 1973.

Interdisciplinary overview by many authors of Bi and Tri lingualism/culturalism. Fascinating discussion of Isleta Indians' trilingualism.

Ulibarri, Horacio. The Effect of Cultural Difference in the Education of Spanish Americans. Ann Arbor, Michigan: University Microfilms: 1971.

This is a beautiful picture of the history of the Manitos and of their way of life until World War II. Since that time the Manito has been in transition in bridging the gap of three hundred years of isolation. Dr. Ulibarri seems to think the process will soon be completed. He sees no alternative to acculturating to Anglo society since it holds economic power. He makes no plea to his people to hang on to at least part of their culture. He urges more and better education.

Vasquez, Davind. "Measurement of Intelligence and Language Differences." Aztlan 3. (Spring 1972): pp. 155-163.

Vasquez points out that 28.3% of students in California MR classes are Chicanos, whereas Chicanos make up only 15.2% of the student population at large. Basic problem....culturally biased tests.

Weber, David, Ed. Foreigners in Their Own Land. Albuquerque: University of New Mexico Press. 1975.

First rate book which traces the long story of injustice to the Mexican American, los de abajo, underdogs in our society. Weber tells about the two-way friction between Anglo and Hispano pioneers that was the product of a conflict of racial cultures. Anglo-Saxon racism was heightened by the remnants of sixteenth century English anti-Spanish propaganda, La Leyenda Negra, the Black Legend that Spaniards, hence Mexicans, were cruel and treacherous papists.

Wilson, Lois Irene. "Reading in the ESOL Classroom: A Technique for Teaching Syntatic Meaning." TESOL Quarterly 7 (September 1973: 259-265.

Author presents a technique to teach students the sentence patterns which are found in formal prose (i.e., textbooks). Article touches on word order and important function words. This would be valuable for someone working with high school or college students.

Wilson, Robert D. A Reading Program for ESL Primary Students. New Orleans: ERIC Document Reproduction Service, ED 056 574, 1971.

Wilson describes a program for students that speak a language other than English as their first language. This particular program was designed for and used by teachers working with Navajo students in mixed classrooms, but it would probably work equally well for any ESL pupil. The program is divided into four far reaching stages (readiness, decoding, understanding, application). This paper does outline these steps, but this overview is, perhaps, too brief to be of any practical value.

Woodford, Protase E. "Bilingual/Bicultural Education: A Need for Understanding." The Challenge of Communication. Jarvis, Gilbert A., Ed. Skokie, Illinois: National Textbook Company, 1974.

This article has fifty pages of very pertinent information about setting up, running, testing and gathering data for bilingual/bicultural programs. It also covers very well ideal teacher qualifications. Woodford manages to be very interesting and technical at the same time.

Zintz, Miles V. "What Classroom Teachers Should Know About Bilingual Education." Albuquerque: ERIC Document Reproduction Service, ED 028 427, 1969.

Zintz has drawn on experiences with the Navajo, Alaskan Indian, Zuni, and the Mexican-American and stresses that teachers must be alert to many differences (languages, values, customs, and cultural heritages) when dealing with these children. He also discusses linguistic principles and components of languages. Some TESOL texts are reviewed.